



Gaining Foundation Skills for Learning and Teaching (level 5 elective)

Course Outline 2009

February 10th to April 9th 2009

Facilitator: Heather Day (H101) Ph 021 735 216 Speed Dial 9336
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(available before 3pm Mon to Fri)

SMS Code: LT705001

Total Learning Hours: 100

Contact Hours: 40 Self Directed Hours: 60

Introduction

Welcome to Gaining Foundation Skills for Learning and Teaching.

This course is offered in a blended delivery form through a mix of workshops, self-directed learning and on-line learning; starting with a consecutive 3-day workshop from the 10th to 12th of February followed by 5 weeks of on line learning and discussion.

A preparatory session and information for using Blackboard (the on line learning management system) and the WikiEducator website will be offered in a workshop on Wednesday morning 11th Feb.

Access to the on-line components is through the website http://www.wikieducator.org/Gaining_Foundation_Skills_for_Learning_and_Teaching and by logging into the Otago Polytechnic Blackboard 7 site on <http://online.tekotago.ac.nz/>.

If you have difficulty logging on please contact Heather Day.

Aim

To provide participants with information, skills and support enabling lecturers new to teaching to offer quality learner centred education to tertiary students.

Learning Outcomes

At the successful completion of this course, participants will be able to:

1. use a tool kit of basic learning strategies;
2. recognise and support a variety of learning styles;
3. reflect upon and evaluate own teaching to identify ways of improving practice;
4. develop familiarity with, and the ability to use, basic teaching resources and equipment;
5. explore the principles and practices of online pedagogy;
6. create and critique a session/learning sequence;
7. deliver a learner centred teaching/education session in an appropriate context;
8. demonstrate culture sensitive learning and teaching practices;
9. discuss assessment and evaluation terminology and practices and consider the usage of a range of evaluation tools.

Content

Three Day Workshop

Tuesday	Wednesday	Thursday
Introductions Teaching in tertiary settings Approaches to learning	Teaching methods Introduction to using Blackboard (Learning Management System) & wikieducator	Practical teaching sessions Peer feedback
Lunch break	Lunch break	Lunch break
Learning styles Session planning	Introduction to Assessment practices	Practical sessions cont. Self evaluation for professional development.

On- Line Learning

Week	Focus
Feb 16 - 20	Learning Lesson Planning
Feb 23 - 27	Teaching Methods Teaching Resources
Mar 2 - 6	Assessment Principles
Mar 9 - 13	Online Pedagogy
Mar 16 - 20	Self and Peer Review
Mar 23 – Apr 9	Self Directed

Assessment

To pass this course:

Participants must - undertake and successfully complete all assessment activities.

There are two assessment activities.

An on line activity that involves ongoing participation in a discussion board on learning and teaching and one written assessment exploring teaching practice. These collectively cover all learning outcomes.

Learning and Teaching Discussions – complete by Friday 20 March 2009

Teaching Practice Self Evaluation – due by Thursday 9th April 2009

Assessment Activities and Criteria

1. Learning and Teaching Discussions

Activity

Participate in the on-line discussions on the Gaining Foundation Skills online discussion board sharing your thoughts and experiences related to the topics that are discussed.

Assessment

Whilst participating in the on line discussions 3 of your postings must meet the following assessment criteria:

Marking criteria

Achievement of the following criteria will result in a successful pass for this assessment:

- ✓ One posting must relate to the topic of assessment
- ✓ One posting must relate to the topic of on-line learning
- ✓ The two postings mentioned above and one other all must:
 - ✓ Acknowledge relevance to your own teaching context
 - ✓ Be supported with rationale &/or literature &/or examples

Due Date: all 3 postings to be assessed must be posted on the chosen online discussion board by Friday 20 March 2009

2. Teaching Practice Self Evaluation

Submit a written evaluation of a teaching session you have facilitated. Include a copy of your lesson plan and the written feedback from the observer – see the process outlined below.
(Word count guide = 800 to 1200 words)

Activity

1. Plan and facilitate a learner centred learning session
2. Have an observer present during this session. The observer will be required to give you written feedback on this session. (Full guidelines for the observer will be available)

Assessment

3. Write an evaluation of your facilitation of this session and include comment on the feedback from your observer. The evaluation must include comment on the:
 - Context (who, where, when)
 - Planning
 - Teaching approaches used and rationale for their choice
 - Use of resources
 - Evaluation of your own practice
 - Observer's feedback and your thoughts on this
 - What you would continue to do and ways of improving your practice

Marking criteria

Achievement of the following criteria will result in a successful pass for this assessment:

- ✓ Description of the learning session including context
- ✓ Discussion of how diversity was acknowledged
- ✓ Evaluation of the teaching approaches used including the resources used
- ✓ Evaluation of own teaching style
- ✓ Comment on the observer's feedback
- ✓ Identification of what you would continue to do and what you would change

- ✓ Your discussion is supported with some literature sources
 - Word processed with specific and consistent referencing (preferably APA style)
 - Material well structured and presented
 - A clear session plan included
 - Written feedback from observer included

Due Date: must be submitted by Thursday 9th April 2009 (but can be completed earlier)

Submit by email or in hard copy to the Course Facilitator

Grading: There are 2 grades only in this course: passed or not passed

Recommended Reading

There are a large variety of books on adult learning and teaching in the Bill Robertson Library in the "370"s section.

Some resources that are very useful to dip into include:

Fry, H., Ketteridge, S., & Marshall, S. (1999). *A handbook for teaching and learning in higher education: Enhancing academic practice*. London: Kogan Page.

Race, P., & Brown, S. (1998). *The lecturer's toolkit*. London: Kogan Page.

Zepke, N., Nugent, D., & Leach, L. (Eds.). (2003). *Reflection to transformation: A self-help book for teachers*. Palmerston North, New Zealand: Dunmore Press.

If you wish to discuss aspects of this course or have any queries at any stage please contact Heather Day.
hday@tekotago.ac.nz